R E P O R T  R E S U M E S

ED 017 235 JC 680 001

CONFERENCE ON JUNIOR COLLEGE LIBRARIES (2ND, NORTHERN ILLINOIS UNIVERSITY, DEKALB, APRIL 28-29, 1967).
NORTHERN ILLINOIS UNIV., DE KALB
ILLINOIS LIBRARY ASSN., CHICAGO

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.76 42P.

DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE LIBRARIES, *LIBRARY SERVICES, *LIBRARY COLLECTIONS, BOOKLISTS, PERIODICALS, PHONOGRAPH RECORDS, RECREATIONAL READING,

AT THE SECOND ANNUAL ILLINOIS CONFERENCE ON JUNIOR COLLEGE LIBRARIES, SIX PAPERS WERE PRESENTED. THE FIRST COVERED THE NATURE OF LIBRARY SERVICES TO STUDENTS, FACULTY, AND PUBLIC. A SECOND SPEAKER DESCRIBED THE DEVELOPMENT OF THE ILLINOIS JUNIOR COLLEGE LIBRARIES, NOTING THAT THEY DID NOT GENERALLY MEET THE AMERICAN LIBRARY ASSOCIATION STANDARDS AND THAT IMPROVEMENT IS NEEDED IN BOOK COLLECTIONS, PERIODICAL SUBSCRIPTION, FINANCIAL SUPPORT, PHYSICAL QUARTERS, AND UPDATING OF COLLECTIONS. REPRESENTATIVES OF THE LIBRARIES OF THE CENTER SYSTEM OF THE UNIVERSITY OF WISCONSIN DESCRIBED THE SYSTEM, DISCUSSED THE NONBOOK COLLECTIONS, AND DESCRIBED SELECTION AND ORDERING PROCESSES. APPENDIXES PRESENT FOR TWO UW CENTERS (1) THEIR PERIODICALS LIST, (2) AN EVALUATIVE SURVEY FORM, (3) REPRESENTATIVE PAPERBACK TITLES FROM THE RECREATIONAL READING COLLECTION, AND (4) A BASIC CLASSICAL PHONOGRAPH RECORD LIST. THESE CONFERENCE PAPERS ARE PUBLISHED IN "ILLINOIS LIBRARIES," VOLUME 49, NUMBER 9, NOVEMBER 1967. (WO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED017235

# Second Annual Conference Junior College Libraries

APRIL 28-29, 1967
NORTHERN ILLINOIS UNIVERSITY

A survey conducted subsequent to the Illinois Library Association's Annual Conference, 1966, indicated the necessity for and interest in a continuation of the Special Conference on Junior College Libraries held in April, 1966. The topics in this second conference, sponsored by the Illinois Library Association and Northern Illinois University, were those most frequently asked for by librarians responding to the survey.

Three factors will explain the intended scope and depth of coverage of the conference: First, while most of the conferees were from Illinois, the problems of expanding colleges are not unique to Illinois. Invitations were therefore extended to librarians in neighboring states. Second, the program was planned to allow as much time as possible for the development of ideas and the discussion of problems among the conferees as well as with the speakers. Third, the speakers were vitally interested in all aspects of junior colleges, not just the specific problem they agreed to attack in their papers.

JC 680 001

# Library Services in the Junior College Setting

FRITZ VEIT
*Director of Libraries*
*Illinois Teachers College Chicago South and Wilson Campus of Chicago City College*

THE MODERN PUBLIC JUNIOR COLLEGE offers a variety of programs. Many students enroll in the junior college liberal arts or science curriculum with the intent of transferring to a senior college or a university after completion of two years of study. Others enroll for a terminal semiprofessional or technician program, others for selected courses to gain a better understanding of the jobs they hold, and still others in non-vocational courses for cultural enrichment. Typically the public junior college is open to all who have a high school diploma and even to some adults who have not graduated from high school.

It is evident from this description that the student body of the typical public junior college is not homogeneous in background and professional goals. In providing services the library must take into account the diverse goals of all of these groups. However, type and extent of service rendered will depend not only on the goals and expectations of the users of the library but also on the concept of librarianship the library has adopted. The decision may be to limit materials to books, pamphlets, periodicals, and other graphic communication media; or the concept of librarianship may be enlarged. A steadily increasing number of junior college libraries are becoming the centers for all media of communication. They are then concerned not only with graphic communication materials but also with nonbook media, such as films, filmstrips, records, and television. Most modern junior college library structures make provisions allowing the library to play this expanded role.

The clientele of the library consists of three groups: students, faculty, and the public at large. Let us therefore consider library services in this sequence: services to students, services to the faculty, and services to the public at large.

## *SERVICES TO STUDENTS*

All entering freshmen, regardless of their curricular interests, must be introduced to the library. They must know where the library is located, how its books are arranged, what scheme of classification the library follows, what the circulation rules are. This information should be given at the very beginning of the student's college career, preferably during the first month on campus. If the library has a student handbook it might be distributed during such an orientation session.

In many junior colleges it has been

recognized that such a cursory overview could not provide all library background necessary for effective study. In some institutions the librarian or a member of his staff have offered a sequence of lectures in which the widely used library tools are presented. In such lectures the student usually acquires familiarity with the *Readers' Guide* and other frequently used periodical indexes. He examines *Webster's, Funk & Wagnalls* and several other outstanding dictionaries; he learns about the *Britannica, Americana* and other leading encyclopedias, and usually he becomes acquainted also with the biographical source books of the *Who's Who* family and, perhaps, with some of the ready reference tools of the *World Almanac* type.

Librarians are convinced that the college student must familiarize himself with these and other library tools and learn how to use them effectively. Many librarians feel they should not depend upon the faculty to convey this library information and they therefore advocate that a member of the library staff transmit it. I agree that it is very important that the junior college student acquire the skill of using the library competently, but in view of the magnitude of the task it would seem that the librarian cannot do the job alone. Teaching of library skills should be a task shared between the library faculty and the faculty members engaged in classroom teaching.

The magnitude and importance of the task is clearly seen by Stanley Quinn. He urges that a student be given all possible help in acquiring the skill and competence to use the library. To quote him: "I will boldly assert that in these times and in our present state of learning, with the records of learning multiplying at an almost uncontrollable rate (bibliographically speaking), the knowledge and the skills we have been talking about actually constitute one of the liberal arts."[1]

Cooperation between the professional library staff and the faculty members engaged primarily in classroom teaching can usually be more easily accomplished on the junior college level than on the senior college level. Practically without exception, junior college librarians have faculty status and are considered teachers, a condition which does not prevail so generally on the senior college and university level. As equal partners in the educational enterprise, junior college librarians should be able to enlist the classroom teachers' interest in sharing the responsibility of teaching library skills. To attain this goal the librarian himself must be convinced that it is more fruitful to teach library skills within the framework of content courses than in artificially created learning situations.

To assure success of these joint ventures there must be close cooperation between the librarian and the classroom teacher. Jointly they must decide first what are the minimal library skills a junior college student must possess, and second, in what courses these skills are best taught. A climate will have to be created in which the classroom teacher will look to the librarian for guidance in general library matters and in special bibliographical problems. Such a con-

[1] Stanley Quinn, "The Liberal Arts Function of the University Library". *Library Quarterly* 24:316 (October, 1954).

dition can be best attained when the line of demarcation between classroom teacher and librarian becomes blurred. Each classroom teacher will then acquire library knowledge and consider it his obligation to teach it, at least to the extent that is pertinent to his course. Each librarian will be a specialist in a subject in addition to being a library specialist, and he may be called upon to teach a content course along with his library duties. Probably the best known example of such an arrangement is found at Stephens College, a junior college at Columbia, Missouri. This procedure was introduced in the 1930's by B. Lamar Johnson, who simultaneously held the posts of Librarian and Dean of Instruction. As has been stressed by Mr. Johnson, the Stephens College library pattern involves more expense than that of the conventional library. Moreover, it can succeed only if the librarian is given a "role of central importance in the development of the curriculum and in the improvement of instruction."[2]

The plan which would merge library and instructional staff into one unified instructional unit has had a number of advocates among leading librarians. Their views have been brought together in a volume entitled *Library-College,* and edited by Louis Shores, Robert Jordan and John Harvey.[3]

By whatever method we present library skills, we must do more than convey specific information about the library. We must prepare the assignments involving use of the library in such a way that a student becomes familiar with process as well as fact. Mrs. Knapp in speaking of the Monteith experiment expressed this view well: "The sequence as a whole is unified in terms of 'the way'. Each assignment is expected to contribute to the student's understanding and skill in the choice of a way, or path, from where he is to where he wants to go and to his understanding and skill in the way to use the bibliographical tools of the library and the scholarly world."[4]

We have already stressed that the modern public junior college is more than an institution providing the first two years of college training. Technical and vocational education is an important part of the curriculum. In fact it is deemed so important that recent laws, such as the Illinois Public Junior College Act of 1965, stipulate that a college must devote a certain percentage of the curriculum to technical and vocational work if it wishes to be considered comprehensive and share in state support to the fullest extent.[5]

In spite of this tendency towards furthering and strengthening the technical phases of the curriculum, many librarians and teachers believe that in this field the library has very little to offer. They hold the view that the library exists largely to support the conventional academic subjects. I do not share this view. The library can be

[2] B. Lamar Johnson, "Vitalizing a College Library: A Quarter Century Later", in Louis Shores et al., ed. *The Library College* (Drexel Library School Series, no. 16; Philadelphia, Pa., Drexel Press, 1966), p. 137.

[3] Drexel Library School Series, no. 16; Philadelphia, Pa. Drexel Press, 1966.

[4] Patricia B. Knapp, "Library-Co-ordinated Instruction at Monteith College", in B. Lamar Johnson, ed., *The Junior College Library* (Occasional Rept., no. 8, Junior College Leadership Program, Los Angeles, California, University of California, 1966) p. 32.

[5] Illinois Laws, statutes, etc. *Illinois Revised Statutes 1965,* c.122, s.101-2, (g) (iii); 102-13.

as vital a force in the training of the technician who will terminate his academic career after attending junior college for two years as it is for the student who follows the traditional academic curriculum. At Henry Ford Community College in Dearborn, Michigan, for instance, technical-vocational students have received much attention, perhaps more than the students who intend to go on to the senior college.[6] The former librarian of that college, Mr. Norman Tanis, took the initiative in providing such amplified service to technical-vocational students. The teachers of the technical-vocational subjects cooperated fully and invited library staff members to visit classes as observers, and also to present and evaluate books and other library materials. Displays of technical books and magazines were arranged, and proved to be effective devices to attract students of technical subjects to the library. At Henry Ford the technical-vocational student finds in the library pamphlets dealing with home repair, landscaping, and other subjects in the "how-to-do-it" category. By these and other means, the wall which separated the technical student from the library has been removed. Mr. Tanis says: "At the Henry Ford Community College the librarian does not wait for the student to come for help. Librarians attempt to become floorwalkers, much like floorwalkers in department stores. We do not think that librarians should wait until a desperate student finally musters up enough courage to ask a librarian about a problem."[7] The library staff does not merely endeavor to aid the student so that he can skillfully solve a school assignment. The staff pursues another, no less significant objective: to create in the terminal program student an attitude of library-mindedness. If a student is library-minded, he will have the disposition to employ later in life the library skills he acquired in college.

So far we have described instruction provided to groups of students. The aim of this type of instruction was to chart the way, to evolve a method for using the library competently. Group teaching is based on average needs. Some individuals may need help beyond that given in formal class sessions, or they may need help in working on specialized individual assignments. A student should feel free to seek advice and counsel. Mr. Shores holds that the "Library-College" would offer the best solution, because here the student would find a faculty member who is also a "bibliographer extraordinary." He knows the literature of his subject so well that he can prescribe for individual differences of his students as adroitly as the skilled physician diagnoses and treats his individual patients. To do this the faculty member must know each of his students individually. The instructor should be able to sense the young person's talents and limitations and determine the point of readiness to learn. And then out of his intimate knowledge of the literature of his subject prescribe [the] medium or media which will start the youngsters toward the common goal."[8]

In a recent interview with the editor

[6] Norman Tanis, "The Library a Part of Industrial Education", *Industrial Arts and Vocational Education* 50:17-19 (April, 1961).
[7] *Ibid.*, p. 19.

[8] Louis Shores, "The Library-College Faculty", in Shores, *op. cit.*, p. 73.

of the *School Library Journal,* Mr. Harold Howe II, United States Commissioner of Education, also likens the job of the teacher-librarian to that of the physician.[9] He emphasizes that the physician of today has more and better tools available to detect a patient's ills than his predecessors. He may use computers to determine the medical status of the patient. Similarly, Mr. Howe suggests, we may soon be able to use computers and other electronic devices to detect a student's "perceptive capacity, his cognitive style, and a host of other factors that affect his studies". A librarian or a classroom teacher need no longer rely largely on his intuition; he may base his diagnosis mainly on data supplied by the computer.

Educational innovations will permit us to move away from teacher-oriented instruction to student-oriented instruction. In the former instance the teacher plans his presentation with the intent to cover a certain portion of the subject within a specified limit of time. In the second instance the student follows the sequence which is most appropriate to his learning capacities. The student-oriented approach is carried out on an extensive scale at Oakland Community College in Michigan. This form of self-directed learning is based on a model which provides the learner with a variety of media in specially designed carrels. In any of these carrels the learner may use books, periodicals, tapes, laboratory experimental set ups, programmed materials, and ultimately, computer-produced data. The important aspect of this Oakland experiment is, in my view, that a teacher is always available to advise the student when he requires assistance. The library specialist and all the other faculty members are involved in assisting the student in the use and fruitful exploration of the various communication media.[10]

A junior college library even if it should number 60,000 to 80,000 volumes—as some large junior colleges envisage for their library—can never be self-sufficient. It is true, the junior college student does not as a rule engage in research which requires the use of obscure or rare data. But the exceptional junior college student will occasionally need resources from the larger academic libraries. For this student the junior college librarian must be prepared to borrow materials on interlibrary loan. In Chicago as well as in other metropolitan centers the large university and research libraries generally do not lend materials to junior college students even through interlibrary loan. While it is basically sound to expect that junior college students find their materials in their own libraries, the need of the exceptional student should be recognized and the larger academic libraries should be accessible to him.

Junior college libraries should consider cooperative arrangements with other colleges—junior and senior. They should attempt to become partners in cooperative organizations such as LIBRAS. This organization consists of eight college libraries located in the western suburbs of Chicago. Students from any of the member colleges have

[9] "On Libraries and Learning". *Library Journal* 92:844 (Feb. 15, 1967).

[10] John E. Tirrell, (Total!!) Independent Study at Oakland. *Junior College Journal* 36:21-23 (Apr. 1966).

free access to the resources of all member college libraries.

The junior college library of the future need not be limited to its own resources or those in its close vicinity. It will be able to draw on outside resources since we may assume that the junior college of the future will be connected by electronic devices with library centers. In his blueprint for the future, James Holly, among others, predicts that ultimately "In each library would be a small electronic facility through which, having established bibliographic identity, students and faculty could request a specific item by voice, dialing, or punched code. The request would go first to the local center. Response with an adequate print-out might be obtained with a delay of minutes. If the material was not in the local center the request would be relayed automatically to another local center, or to a regional, a national, or international center with print-out response in a matter of minutes or hours."[11]

*Arrangement and Circulation of the Collection:* Strictly speaking a discussion of the junior college library's services should include an evaluation of the forms of arrangement of the collection and of the circulation methods which may be followed. But these are such extensive topics that they cannot be treated here. We wish merely to state that in a junior college the collection should be freely accessible on open shelves. The circulation procedure should be as simple as possible and should facilitate use. As automation devices become less expensive the larger junior college libraries at least may find automated circulation well within their reach.

Whenever possible, restrictions should not be placed on the number of items which can be withdrawn for home use. We should also note that practically all college libraries—both junior college and senior college—must put some books on reserve to assure fair and equal availability of heavily used materials. It depends on the teaching method of the junior college whether there will be relatively few or relatively many reserve items. If the teaching method is student-centered there will be fewer items on reserve than if it is teacher-centered. There is no unanimity of opinion as to whether in a junior college the reserve items should be interfiled with the regular circulation books or whether they should be placed on separate reserve shelves or even in separate reserve rooms. I favor one or the other of the separate arrangements, depending on the situation. If their number is small, the reserve shelves should be set up near or behind the circulation counter. If the collection is large, the books may be placed in a separate room. The composition of the reserve collections have been greatly influenced by the paperback revolution. Many junior college instructors now ask students to buy titles in inexpensive paperback form where in former years they would have placed the same titles on reserve. Another technical advance, book copying machines, now allows a student to copy inexpensively a few pages where formerly he might have had to withdraw books for home use to read the assigned portion. Book copy-

[11] James Holly, "Inter-Library Support", in Shores, *op. cit.*, p. 175.

ing machines should be available in all junior college libraries. Libraries now have a choice of several serviceable models. Most junior college libraries select coin-operated machines since they do not require staff time for their operation.

Earlier I referred to the future role of electronic devices in reproducing at great speed books from the library's collection and books from other libraries. When that era arrives the reserve section probably will disappear completely since the student may get free or at small expense reproductions of as many books or portions of books as he may wish to peruse.

## *SERVICES TO THE FACULTY*

Since a student must rely nearly exclusively on the library of his college it is justified to stipulate that the collection should serve his needs primarily. But it is also important to provide for the teacher the library materials he needs for good instruction. This means that the library would include in its collection books and magazines which allow the teacher to study the many facets of his specialty. For the faculty's benefit the library should also acquire general professional books and magazines.

The faculty of the junior college is usually granted special loan privileges. In most colleges a faculty member is permitted to keep a book from the general circulation collection for as long as he needs it. Even if he is requested to return it at a specified date he is usually not required to do so. There is scarcely a college library which imposes a penalty if he does not comply.

A junior college library, even a relatively large one, cannot contain all the books an instructor may wish to consult. The librarian should offer to obtain materials from other institutions on interlibrary loan.

The building of the junior college collection should be a cooperative enterprise. The faculty member should be invited to submit suggestions for the ordering of books and other library materials. The librarian, in turn, should facilitate the teacher's selection job by forwarding to him announcements of forthcoming books and reviews of books.

The ultimate in such cooperation is attained when the classroom instructor considers the teaching of library skills an essential part of his courses, and when the librarian has not only bibliographical interests but is also thoroughly conversant with one or more subject fields.

The physical set up must be inviting and conducive to study. The faculty member should find a convenient place to work in the library, even in a small junior college. There should be offices and carrels reserved for faculty use. While faculty members in the academic areas are usually assigned such facilities, instructors in technical fields often are neglected by the junior college library. There are, however, instances where a particular effort is being made to draw instructors in technical fields into the library by reserving offices or carrels for them so that they can use materials to work on new courses and discuss problems with students who use the library materials.[12]

[12] Tanis, *op. cit.*, p. 17-18.

## *SERVICES TO THE PUBLIC*

We have repeatedly noted the variety of functions performed by the modern junior college. The junior college is a cultural resource center of the community in which it is located. It is not only in the community; it is of the community. Should we draw from this the conclusion that the junior college library should be open to all members of the community? This question cannot be answered in the same way for all situations. If a community has both a good public library and a junior college library we may assume that the former is meant to satisfy the informal educational needs of the public at large while the junior college library is geared to the educational requirements of the student. However even in this situation the junior college should make its resources available to a selected group of persons, to lawyers, doctors, ministers, and others who may have need for specialized items not carried by the public library. If the community does not maintain a comprehensive public library there is justification for opening the junior college library to the general public. Such broad general use would have to be supported by an enlarged book collection and an increased staff.

If the library does intend to serve the supporting community well it must gear the collection to the community's special needs. A survey undertaken by Gene Magner[13] reveals that quite a number of junior college libraries do maintain such special collections to satisfy particular local interests. In this connection we may also refer to Bernard C. Rink's enthusiastic account relating to the work of one library, the Northwestern Michigan College Library. He says: " . . . Within this framework of local cooperation, the college library serves the community by collecting materials pertinent to the economic activities of this region. For instance, we acquire resources concerning forestry, wood processing, and silviculture. . . . . The local fruit growers and canneries are invited to utilize our growing collection of fruit culture and fruit processing. . . ." (Tradesmen, technicians and engineers are encouraged to use the technical collection which has been acquired with funds supplied by the Northwestern Michigan Technical Society.) "Another aspect of community and research service concerns our steady acquisition of resources pertaining to the historical record of northwestern Michigan." In sum, the aim of the Northwestern Michigan College Library is to become the clearing house of research information, ". . . the cultural solar plexus of the academic and civic communities of northwestern Michigan."[14]

The junior college library may make other special efforts to attract the general public. For instance, the library may prepare exhibits on a local or library topic and open the exhibit to the public at large. The library may be responsible for discussion meetings to which both students and non-students are welcome. Additionally, the library may make its meeting rooms available to local off-campus groups as well as

[13] Gene Magner, "Special Collections in the Junior College", *Junior College Journal* 31: 345-349 (February, 1961).

[14] Bernard C. Rink, "Community College Library—Cultural Solar Plexus", *College and Research Libraries* 23:392 (September, 1962).

to students.

If a library is freely accessible to the public at large it seems inevitable that the question of preference arises in cases of conflict between public and student needs. If a student and non-student need the same library materials, who should have first claim on them? I believe that the students' and faculty members' requirements should have priority. However, a skillful librarian can avoid or at least minimize conflict, if the loan policy is put in writing. The librarian should always be aware of the fact that assistance to the public at large is not an act of charity but "a special obligation"[15] to the community which supports the college.

[15] J. P. Vagt, "Readers' Services", *Library Trends* 14:181 (October, 1965).

# Illinois Junior College Libraries in Perspective

DR. LUCIEN W. WHITE
*Director of Public Service Departments*
*University of Illinois Library*

WHEN PRESIDENT WILLIAM RAINEY HARPER of the University of Chicago introduced the term "junior college" to the educational world in 1896, it is doubtful that even he, with all his innovative vision and missionary enthusiasm, could have foreseen the scope of the present junior college enterprise. Similarly, when the citizens of Joliet established the first public junior college in the United States in 1902, it is doubtful if those pioneers comprehended the proportions the movement would eventually assume either nationwide or in our state.

Certainly there was nothing in the first twenty years of the public junior college movement to suggest any rapid development. By 1921 there was a total of only 207 junior colleges, of which 70 were public and 137 private, and total enrollment was only 16,000. By 1957, however, the number of institutions had reached more than 652, and the total enrollment was 869,000.[1] Few even then would have predicted the dynamic growth that has occurred in the last ten years. The 1967 *Junior College Directory* reports 837 institutions with a total enrollment of 1,464,099 as of October, 1966. By the early 1970's the number of institutions will be well over 1,000, and enrollments will reach 2,500,000.[2]

It may be considered an understatement to say that during the last few years our own state has begun to participate fully in this growth—aided by the Public Junior College Act passed by the General Assembly in 1965. In 1963 the head count enrollment in Illinois public junior colleges was 44,000. By 1966, this number had increased by 67,650. By 1970 it is expected to be 131,000, and by 1980 the figure predicted is 274,000.[3] From 1963 to 1967 the number of public junior colleges in Illinois has increased from 25 to 38, and only four counties are not covered by an existing or proposed junior college district.[4] In addition, there are 16 nonpublic junior colleges in the state, making a total of 54 junior colleges in Illinois as of early 1967.[5]

In a period of rapid growth of any institution one should expect temporary dislocations and unequal development, but in the history of the growth and

[1] James W. Thornton, Jr., *The Community Junior College* (New York: Wiley 1960) p.55.

[2] Edmund J. Gleazer, Jr., "AAJC Approach toward Universal Higher Education," *Junior College Journal,* 37 (September, 1966) p. 7.

[3] Illinois Board of Higher Education, *A Master Plan-Phase II* (Springfield: December, 1966) p. 22.

[4] *Junior College Journal,* 37 (November, 1966) p. 7.

[5] Based on information furnished by the office of the Co-ordinator of University-Junior College Relations, University of Illinois, Urbana.

development of the junior college, the junior college library seems to have a record of chronic dislocation.

The literature on the junior college library from 1925 to 1950 reveals a general attitude of despair and dissatisfaction, as the following brief excerpts or summaries illustrate:[6]

1928: Flora B. Ludington voiced dissatisfaction over the lack of understanding among junior college transfer students in the use of the library, and criticizes the younger institutions for failure to open in the evening.

1930: The Conference on Junior College Librarians stated that it is not too much to say that at present the junior college libraries as a group fall far short of efficiency either in service or in books. This deficiency is one of the most serious counts against the junior college as it now exists. If junior colleges are to be admitted to full academic fellowship, they must look to their libraries at once.

1931: The importance of the library's role in the junior college has not been recognized.

1934: The Junior College Library Round Table alluded to the lack of interest on the part of the administration and to the librarian's own failure to make the most of resources available.

1937: Arthur M. McAnally refers to the poor quality of most junior college libraries; the failure to coordinate the library with instructional programs; reluctance of the faculty to assist in book selection.

1940: Except for a few notable cases, junior college libraries have lagged far behind the development of the institutions. . . . Some boards of education, superintendents, deans, and even faculty are slow in recognizing the contribution of the library.

1942: There is a widespread need for the improvement of service but junior college administrators as a rule have not met the library problems with the same determination as other problems.

1949: We know that it is possible for a junior college to lose its head and still retain its faculties, but, if the library is indeed the heart of an educational institution, the careful observer can only conclude that junior colleges have a bad case of heart trouble. The present condition of junior college libraries is somewhat comparable to a medical case wherein the heart of a child ceased to develop although the child continued to grow. The heart, serviceable enough for the child, was highly inadequate for the man. Just as the child outgrew his heart, the junior college's demands are outgrowing the services of its libraries.

To return to 1926, an article written

[6] C. M. Miller, "A Survey of the Literature on the Junior College Library," *Junior College Journal*, 28 (November, 1957) pp. 139-46.

by a Texas librarian states in dramatic terms four handicaps to library developments:[7]

1. Lack of understanding: *We* know that good libraries are essential, but not all boards, trustees, legislatures, presidents, and teachers are yet conscious of the fact that the library is the pulsing dynamo of the school.

2. Lack of books: It is sometimes regrettable that we have to depend so much on money for good things! Nevertheless, money is a necessity as long as we remain in our present state. It ought to be used generously in the junior college libraries to buy a well-rounded collection of books; penury provides as insufficient food in a library as in a home.

3. Lack of staff: The junior college library requires the whole time of a trained librarian at a living wage. O that all who are in places of authority might get a vision of true values! . . . The librarian has such an important job, such grave responsibility that she requires her whole mind, heart, and time to do it. Part teaching or part office work, and what is left given to the library for an hour or two daily, is like chaining up one of the greatest forces of intellectual progress.

4. Lack of cooperation: To overcome this let the librarian make her services invaluable; capable and generous, let her ever seek opportunity —a self-appointed ways and means committee — to lend a hand to teacher and pupil in every way that books, magazines, and papers can be used by an intelligent, ingenious, and willing custodian. If to these qualities she adds business methods in her administration with orderly rooms, tables cleared, books upright, shelves well dusted, magazines in place, bulletin board advertising done skillfully and artistically—all these means are bound to bring results: to increase the circulation list; to win confidence; to beget interest in a work that nourishes "whatsoever things are true, whatsoever things are pure, and whatsoever things are of good report." . . . Have I laid too much stress on what the librarian must be in working out these problems? I feel not. We librarians should like Marius, the Roman youth, carry our ideal like a white bird across the market place without a spot upon it. . . .

Making allowances for the flights of poetry we must admire the spirit of this last writer, and in the case of all of these, in spite of occasional differences in languages, there is a surprisingly modern note in the substance of what they have to say. Indeed, it was hardly surprising when the National Inventory of Library Needs, carried out by the American Library Association in 1963, revealed that the junior college libraries were generally substandard. In Illinois 29 out of 34 libraries reporting (85 percent) failed to meet the standard for size of book collection. With respect to staff

[7] B. B. McClanahan, "What Are the Greatest Needs and the Greatest Handicaps of the Average Junior College Library?" *Libraries*, 31 (April, 1926) p. 21.

needs, in Illinois 28 out of 34 junior college libraries were deficient, and on the score of operating expenditures 20 out of 34 failed to measure up to minimum standards.

Incomplete statistics on size of book collections as of 1965-66 give me reason to believe that these deficiencies are not likely to be soon corrected. In fact they are likely to get worse as enrollments pyramid. Only 7 of 24 libraries included in the Illinois Junior College Board's *Report of Selected Data and Characteristics, Illinois Public Junior Colleges 1966-67* had even the basic collection of 20,000 volumes. Since enrollments in all junior colleges, public and nonpublic are likely to reach 300,000 by 1980, or 230,000 more than present enrollment, it would appear to require 2,300,000 additional volumes to keep up with the needs generated by added enrollment alone. This would mean the addition on the average of about 4,200 volumes a year per library, assuming the existence of 55 institutions. Allowing 30 percent to adjust the gross enrollment to full-time equivalencies would still mean adding about 3,000 volumes a year to keep pace with the needs of added enrollments, to say nothing of the need to bring the basic collection up to the 20,000 volume minimum recommendation.

The only recent figures available showing volumes added in one year are those published this year by the American Library Association, which according to my analysis show a median figure of 1,490 volumes added for 24 libraries reporting in 1965-66.[8] This is about half the number needed just to keep up with increases in enrollment. If our statistical information and standards are valid, it would seem that at least 3,500-4,000 volumes a year should be added to Illinois junior college libraries per library on the average during the next twelve years to bring the size of book collections into balance with minimum requirements by 1980. Severe deficiencies exist as well in number of periodical subscriptions and in seating facilities.

The validity of both assumptions may, of course, be questioned. Since there are at present 54 junior college districts in Illinois and only 24 or 25 included in statistical reports, it is clear that the statistical picture is far from complete. However, since many of those not reported are the newest and least developed, it is likely that the results would appear less favorable rather than more favorable if the picture was complete.

Then, too, the statistics, being incomplete, may tell different stories, depending on which libraries are reporting. For example, the median size of book collection for 25 libraries reporting to a questionnaire which I distributed last year was 8,000 volumes, as of September, 1965. Analysis of the recent A.L.A. publication shows that the median figure for additions in 1965-66 for 24 junior college libraries in Illinois was 1,490 volumes. Adding this figure to the 8,000 volumes we have a total of 9,490 volumes, but the median size of book collections in 1966, according to my analysis of the A.L.A. statistics for 16 public and 8 private junior college libraries is around 13,000 volumes.

[8] *Library Statistics of Colleges and Universities, 1965-66. Institutional Data* (Chicago: American Library Association, 1967).

However, note that 30 libraries are not reported, and the unreported libraries are the least developed ones, for the most part.

As another example, among the Illinois public junior colleges reporting in the A.L.A. study covering 1965-66, 12 reported a ratio for library expenditures, and the median figure was 5.8 percent. On the other hand, the Illinois Junior College Board *Report* mentioned earlier, covering 19 institutions as of the fall of 1966, shows a median figure of 2.6 percent. The difference again probably arises simply because different institutions are reporting.

As to the validity of the standards for size of book collection which calls for 20,000 volumes for up to 1,000 full-time equivalent students and 5,000 volumes for each 500 FTE student beyond 1,000, I do not believe it can seriously be questioned. In fact, the increasing importance of vocation-oriented and adult education courses in the community college suggests that the minimum basic collection might well need to consist of 25,000 volumes or more.

The old idea of the junior college as an extension of the high school has now been largely abandoned, and in Illinois the majority of the public junior colleges have been organized or reorganized as Class I institutions with separate governing bodies and separate faculty from the high schools. It is true that the high school orientation may be maintained through transfer of high school faculty and administration—40 percent of junior college teachers in Illinois public junior colleges are former high school teachers—but this orientation must be changed if the junior colleges expect, as they should, to be placed in a new perspective.

In spite of the increasing commitments of the community college to occupational-oriented curricula and adult education, most students in the foreseeable future are likely to be transfer-oriented and they must be prepared to take their place with equal advantage in the upper division courses of four-year institutions and graduate without loss of time. In Illinois, 77.4 percent of class sections taught in 1966-67 in the public junior colleges were transfer-oriented.[9] Since average enrollment in these class sections is higher than the average enrollment in general education, occupation-oriented or adult class sections, the actual percentage of students enrolled in transfer-oriented classes is considerably higher than 77.4 percent. Although many of these students may not actually transfer to four-year institutions, the level of requirements must be kept high or those who do intend to transfer will suffer.

I know of no special study of the Illinois situation, but a 1965 study of nearly 8,500 transfer students from 300 two-year colleges showed that fewer than half graduated on time.[10] This is not surprising if these students were trained in institutions with collections of five, ten, or fifteen thousand volumes while their peers at the four-year institutions were working in collections of from 100,000 to 1,000,000 volumes or more.

[9] Ernest F. Anderson, and James S. Spencer, *Report of Selected Data and Characteristics. Illinois Public Junior Colleges, 1966-67* (Springfield: Illinois Junior College Board, 1967) p. 62.

[10] Dorothy Knoell, "Focus on the Transfer Problem," *Junior College Journal*, 35 (May, 1965) pp. 5-9.

Although I have no quick and ready remedy to offer as to how to overcome the inadequacies which exist, I do not want to fall into the spirit of negativism that seemed to characterize the junior college library critics of an earlier period, concerning whom it was said that they "resembled physicians capable of placing an accurate finger upon the nature of the illness yet failing to proceed into the etiology of the malady or the application of the remedies."

One approach which might prove helpful would be thoroughgoing self-study of the individual junior college library by the librarian and the library committee in the manner described by Norman Tanis, former librarian of Henry Ford Community College, Dearborn, Michigan, and Karl J. Jacobs, political science instructor and chairman of the library committee. A study of this type is designed to measure the individual library against the most commonly recommended procedures, policies, and standards. The self-study used at Henry Ford Community College was divided into eight parts which are far-ranging enough to cover almost every possible aspect of importance in a junior college library.[11]

A study of this kind, carried on jointly by the library and a faculty committee should be helpful not only in establishing a sound basis for development but, through resulting recommendations, in initiating progressive steps for improvement. It would spell out in specific detail the very general guidelines on the library as stated in December of 1966, by the Illinois Junior College Board in the publication *Standards and Criteria for the Evaluation and Recognition of the Illinois Public Junior Colleges.*

A second approach would be to promote a statewide survey of the status of junior college libraries, which would develop reliable statistical data on all the junior college libraries in Illinois, public and private, and provide analysis and interpretation of these data as well as a set of recommendations. Last year such a study was undertaken in a neighboring state, and the following basic recommendations were made:[12]

1. An immediate goal of the junior college libraries should be to meet the standards of the Association of College and Research Libraries for their book collections and personnel.
2. Stronger periodical subscription lists ought to be developed.
3. Financial support for the libraries ought to be increased to meet generally recommended standards.
4. Adequate physical quarters should be provided for the considerable number of libraries now seriously overcrowded.
5. A cooperative program of centralized purchasing, cataloging, and processing should be undertaken by the libraries as soon as a suitable plan can be developed.
6. The libraries should regularly and

[11] Norman E. Tanis, and Karl J. Jacobs, "Strengthening the College Library," *Improving College and University Teaching,* (Spring, 1964) pp. 87-90. Includes questionnaire used in survey.

[12] Robert B. Downs, ed., *Resources of Missouri Libraries* (Jefferson City: Missouri State Library, 1966) pp. 64-78.

systematically eliminate from their collection duplicates, out-of-date textbooks, and obsolete materials.

7. The libraries should serve as audio-visual centers for their campuses, unless this function is being performed elsewhere.
8. Where there is now a mixed clientele, there should be a clear separation of library organization serving high school and junior college students.
9. New junior colleges should acquire basic library collections and facilities before they begin instruction.
10. The libraries should expect to be reasonably self-sufficient in their collections and not have to rely unduly on local public and other libraries.

A survey of community college libraries in another neighboring state, Michigan, showed that all but two fell below minimum standards for library materials and that all were inadequately staffed. A crash program providing state grants to remedy critical inadequacies in materials and staff was proposed, with certain safeguards against lowered local effort. It included the following recommendations:[13]

1. A statewide program of limited duration to provide annual grants of $5,000 to all public community colleges in the purchase of library materials.
2. An additional grant of $7,000 for the purchase of library materials for a limited duration to those public community colleges falling below minimum material standards.
3. An annual grant of $8,000 for a limited duration to all public community colleges to expand library staff.

These proposals were supported by the Michigan Library Association and although two proposed bills for the rapid improvement of community college libraries did not get out of the House Ways and Means Committee in the last legislative session, the feeling was that all the community college libraries received indirect benefit.[14]

A detailed survey of Illinois junior college libraries is urgently needed, followed by a published report and recommendations outlining a course for rapid improvement. It would be helpful to the Illinois Junior College Board and to the junior college administrators in their efforts to secure more liberal guidelines for financial support.

A recent doctoral study at the University of Illinois showed that a student's ability to use books and libraries is closely related to his success in college.[15] Our junior colleges should not penalize their students indefinitely with inadequate library facilities. The attention of educators, board members, legislators, and interested citizens must be focused both on the seriousness of the needs and on a positive program for rapid development.

[13] "Proposed Community College Program," *Michigan Librarian*, 31 (December, 1965) p. 3.

[14] *Michigan Librarian*, 32 (October, 1966) p. 23.

[15] Felix L. Snider, *The Relationship of Library Ability to Performance in College*. Doctoral thesis, (Urbana: University of Illinois, 1965).

# Center System Libraries
# The University of Wisconsin

ROGER E. SCHWENN
*Director*
*Center System*

CENTER SYSTEM LIBRARIES is a federation of eleven branch campus libraries bound together by a union catalog of their total book holdings and by a supporting administrative and housekeeping headquarters office in Madison. Exploiting the Systems Concept—a national trend in library development—these coordinate library units have greater power for service than would be possible if each functioned as an isolated library agency.

The whole *is* greater than the sum of its parts. This is true less perhaps because of the combined power of the physical elements, such as book stock, and access through a central point to all of the research library collections in Madison, but rather because of a team spirit which inspires the fully qualified professional librarians who staff the individual branch campus libraries. All are imbued with a thoroughly contemporary outlook and hold strong convictions about the efficacy of the book and about modern librarianship.

Total book holdings of the System currently approach the 110,000 volume mark. On an average, each branch campus has a collection of close to 10,000 volumes. In the month of December, 1966, 6,800 volumes were shipped out by our centralized cataloging and processing unit in Madison to the eleven branches or an average of more than 600 books each. By July of 1967, an average Center library will count over 12,000 volumes in its collection. Our goal of 20,000 volumes in each collection (the national standard for two-year institutions) will be close to attainment at the end of the 1967-1969 biennium. The Center System's library rate of growth equals that of many of the medium-sized universities of the nation. Counting supplementary enrichment and catch-up funds and federal grants, the dollar amount spent for books and periodicals in Center System Libraries during this year will total approximately half the amount expended for the same category of materials by the Memorial Library of the University in Madison. During the coming year more than $30,000 will be spent for subscriptions to current periodicals. Some of the larger campuses receive over 250 current periodicals. Back files in the form of microfilm or reprints are constantly being added on all campuses.

In addition, all Center libraries receive a broad range of current indexing and abstracting services. All necessary reference aids are available on all campuses, together with major national, trade, and subject bibliographies. These bibliographies include the *National Union Catalog* in printed book form back to 1956, *The Union List of Serials,* all

the Wilson indexes, and such specialized guides as *Biological Abstracts, Psychological Abstracts,* and *Sociological Abstracts.*

Bibliographies such as these enable local scholars to identify citations and locations of books and journals more completely for interlibrary loan purposes; to compile bibliographies and to search out special aspects of their subjects; and to participate fully in book selection and the building of richer, local library collections.

Center librarians are library-cooperation minded. The collections of our growing University of Wisconsin branch campuses are resources which local public libraries will increasingly wish to utilize in strengthening regional reference and information capabilities. It should be noted some Center libraries have a specialty, such as Great Lakes materials, and generally each Center has its own strength in monograph holdings or in periodical holdings. Also, the Center System *Union List of Periodicals* contains over 600 unique periodical titles to which we have subscriptions and back files. A majority of these titles are of a scholarly and technical nature.

The chief responsibilities of branch campus librarians include:

— Developing, in cooperation with Center faculty, a collection of books and other materials to meet all library requirements of undergraduate students (freshmen and sophomores at present) and to satisfy the teaching and research requirements of the faculty.

— Stimulating general student reading as well as to promote and encourage curriculum-related library use by students and faculty.

— Exercising full administrative control over all library services and supervising student library assistants.

— Creating an atmosphere in the library which makes it always a pleasant and stimulating place for reading and research.

The Madison headquarters office functions

— as a clearing house for all interlibrary loan, reference and bibliographical information. In brief, it opens up to eleven scattered campuses the full resources of all university and Historical Society collections, whether these take the forms of books, documents, manuscripts, microforms. Materials are frequently secured in their original form and usually are mailed out the same day. Often, too, photocopying methods are employed to secure materials for local campuses. Thousands of pieces are Xeroxed each month and expedited by first class mail delivery when speed is essential.

— as a planning base for the orderly development of collections, facilities, and staff. The director of libraries prepares a comprehensive budget for the System.

— as a centralized ordering and processing center, relieving the individual campuses of routine, technical, and housekeeping functions; it utilizes specialized personnel whose skills in library technology, foreign languages, etc., would not otherwise be available to individual campuses where the services of generalists are essential.

Other activities of the Center System Library office in Madison include:

— planning the mechanization of system-wide technical library operations.

— planning the fully computerized library of tomorrow and taking the proper steps to insure that Center System Libraries are compatible with University of Wisconsin Library operations in Madison and Milwaukee as they together, with the Library of Congress, move toward full automation and a national library network.

— organizing and maintaining a common depository collection of selected government documents and a periodical pool of back volumes.

# Nonbook Materials, Recreational Reading, and Faculty Reactions to Collections

GARY J. LENOX
*Librarian, Rock County Center*
*University of Wisconsin*

IN ADDITION TO THE BOOK COLLECTION in a freshman-sophomore library, a number of other materials must be secured. Among these are periodicals, periodical indexes, slides, filmstrips, tapes, records, microfilm, pamphlets, etc. Perhaps the most important of these is the periodical collection which in some ways must keep the book collection to date.

## PERIODICALS

The basic collection of about 275 periodicals (including indexes, abstracts, etc.) (see Appendix I) was compiled by James T. Michna, assistant to the director of Center System Libraries. Among the criteria for selection of titles are the following:

1. The needs of the curriculum
2. Frequency of requests in various Center libraries
3. Suggestions from basic lists prepared by professional associations
4. A general understanding of needs in various libraries.

It seemed that a few basic titles on the list were omitted inadvertently and that some titles might necessarily be added. In order to double check my impressions I prepared a questionnaire that was circulated to faculty members at the Center where I was working. I asked only for their ideas for basic titles that might be of use in a Center library and stated that this questionnaire was not a "buying guide" for that Center. I suggested that they keep in mind their own use of a title, student class use of a title, and potential "popular" use of a title. On evaluation of titles suggested by the faculty and with my additions about twenty-five more periodicals were ordered.

When the faculty at the new Center saw the number of periodicals arriving in the library they were prompted to a number of comments on the large number of periodicals and on whether we really needed *all* of them. In response to this criticism I prepared another questionnaire (see Appendix II) which was useful in pointing out errors in having some titles, some omissions, and the knowledge of the faculty on periodicals in their general fields.

I listed on each faculty member's questionnaire those periodicals that I thought he might be interested in having in the library. I purposely listed some titles of peripheral and of general interest. The response was very gratify-

ing to me in that I learned something about the personalities of many of the faculty members. As might be expected slightly over half of the faculty returned the questionnaires. Comments on titles that were unknown or not of immediate use were often firmly negative. However, for example, upon pointing out the value of *Books Abroad* to the Spanish instructor (who had called it "not essential"), I was pleased to discover that she really did not know what it was but would be happy to select books from it. *Science Journal* was thought by most instructors in the sciences as not essential, perhaps because it is a new academic science journal that is generally unknown. It is amazing to find that "basic" journals not held by the library (but should definitely be purchased!) often correspond with the major field of the instructor. Such suggestions and requests should be brought into perspective by the librarian. This second experiment brought about a few additions, a few cancellations, and a little education for a number of people.

Back files of periodicals in most new libraries do not exist. A number of possibilities can be used for securing back files but the one we relied on primarily is microfilm. Choosing titles to buy in microfilm should come under the same criteria as general selection of periodicals. Because of certain restrictions it is necessary to have a current subscription to a title before microfilm volumes can be purchased. It is important to formulate a plan for binding, replacement of paper copies with microfilm, and keeping paper copies of periodicals. Certain titles lend themselves to microfilm, others should be bound (because of colored plates, etc.) and other little-used items can be kept in unbound form. Gift copies of journals are also fine for building back files.

Indexes and abstracts in a library are important bibliographic aids, therefore, as many services as possible should be purchased. It is important to keep in mind that periodicals are best used when they are indexed; therefore, indexing in a major service is an important criterion for an expensive or specialized journal under consideration for purchase. Some current opinion periodicals such as the *Dan Smoot Report* need not be indexed but most professional journals and general periodicals should be indexed or abstracted in one or more services.

## RECREATIONAL READING

There are almost as many different ideas on recreational reading in college libraries as there are libraries. Most of us would agree that recreational reading is important, particularly for beginning students, but how much time, money, and space should be invested in such materials? Since budgets are usually limited, paperbacks might be preferred as the core of a recreational reading collection. They are inexpensive, attractive, and dispensable. In our library we have three paperback racks of the type found in book stores. A collection of about two hundred paperbacks (see Appendix III) was purchased at a ten percent discount and

merely pocketed and marked for identification; they were not cataloged. I selected classics and current works of fiction and nonfiction. The collection is kept to date by selecting titles from the shelves in a bookstore. Controversial titles (in multiple copies if necessary) are good for the paperback rack. It is very important that such a collection not be too sophisticated but it must not contain trash either. If, in normal selection, another copy is ordered for the regular collection there should be no problems since one is a permanent copy and the other temporary; in the short run the two copies may serve needs well. Weeding of worn and little used books will keep the collection lively. When prospective students and guests tour the school and visit the library nearly everyone "heads" for the paperback rack which is colorful and located in an area with comfortable seating.

## PHONORECORDS AND PRERECORDED TAPES

A basic list of classical music prepared by Sam Goody (record dealer in New York City) was the source of titles for the music record collection (see Appendix IV). In addition, the entire Caedmon catalog of spoken word records was purchased. The Goody list (as with his jazz and folk music lists) can be ordered in its entirety or can be ordered selectively by choosing one of the various versions of a piece that Goody recommends. In this selection an attempt was made to choose a variety of orchestras, conductors, soloists, and company labels on the premise that it is often profitable for a student to compare various performers and performances. Since every music instructor has his favorite conductors and composers, it is good to please him at least partially without catering to his personal tastes. Entire scholarly sets can profitably and easily be ordered, e.g., the Deutsche Grammophon Gesellschaft Archive series on the History of Music. A token collection of jazz, folk music (American and foreign), operas, musicals, etc., were also ordered. However, one must consider carefully the virtues and vices and where to draw the line in ordering "popular" works such as folk songs and musical comedy cast recordings. These musical forms have a real place in the library if the control of them can be for "legitimate" use.

Prerecorded tapes of music, speeches, plays, etc., should be ordered depending on their need and feasibility. If they are bought in addition to phonorecords a plan should be formulated to buy certain items in one form, e.g., classical music in phonorecord form, and other items in the other, e.g., musical comedies in tape form. To circulate or not to circulate is important in determining this plan. Our library has no collection of tapes at this time because of the vast quantity (about 1,100) of phonorecords held. A basic list of tapes could be selected by taking titles from the Goody list or by using published lists.[1]

## SLIDES

Companies offer the History of Art

[1] Robert C. Marsh, "A Basic Tape Library", *High Fidelity Magazine*, August, 1966, pp. 61+.

or various aspects of the History of Art for sale in slide form.[2] These sets of slides are a very convenient way to buy slides although they usually are expensive (about $1.00 or more each) and must be cataloged or listed in some way to be useful to library patrons. Even though the art department may have an extensive collection of slides it is useful to have a collection in the library to supplement the art book and periodical collections since the art department slides are available primarily to art students.

## FILMSTRIPS

Various companies offer filmstrips for sale as sets or individually.[3] The *Life* series of filmstrips, for example, are a good supplement to the many series of books published by Time-Life books. Speed and convenience are very important in ordering slides and filmstrips, so sets and series of items, although they may not be 100% useful, are very realistic because they often bring relatively large discounts and offer a greater comprehensiveness than could be expected by individual orderings on specific recommendations.

## PAMPHLETS

Pamphlets, as yet, are an unreality in our library merely because of the amount of work involved with cataloging records, processing and listing microfilm, etc. Therefore, suffice to say, that pamphlet material is important in a two year college library and a pamphlet file should be maintained. Standard selection rules for pamphlets should be followed and such a collection should be begun as soon as feasible.[4] To get on the mailing lists of government agencies, social and professional organizations, and to subscribe to *Vertical File Index* are important ways to start such a collection.[5]

## CONCLUSION

In conclusion, nonbook materials and recreational reading should not be neglected because of the larger operation of ordering a basic book collection. All aspects of ordering should reflect the needs of the school and the desired image of the library, especially the periodical and recreational reading collections which get much public exposure. But because of convenience, standard lists can profitably be used for many nonbook materials.

## FACULTY REACTIONS

We have pooled our observations of faculty reactions to the libraries. Generally the reactions to the collections of books and materials already described are those related to satisfaction. How-

[2] Educational Audio Visual, Inc. (Pleasantville, N.Y.), Advance Reproductions, Inc. (Evanston, Ill.), Color Slide Enterprises (Oxford, Ohio), Society for Visual Education, Inc. (Chicago, Ill.), and University Prints (Cambridge, Mass.) are among these companies.

[3] American Library Color Slide, Atlantis, Encyclopaedia Britannica, McGraw-Hill, Society for Visual Education and others sell filmstrips. See also "Film Strip Guide" (H. W. Wilson), "Educators Guide to Free Filmstrips" (Educators Progress Service, Randolph, Wis.).

[4] Guy R. Lyle, *The Administration of the College Library*, 3d ed., New York, H. W. Wilson, 1961, pp. 287-290.

[5] Jobbers selling pamphlets include Bacon Pamphlet Service (East Chatham, N.Y.), Pamphlet Distributing (New York, N.Y.) and William-Frederick Press (New York, N.Y.).

ever, a general impression is that much of the material is too specialized for freshmen and sophomores at the university level.

1. Humanities

In the humanities we seem to be on particularly firm ground. The book collection is considered good and actually much of it might not be used. In literature some comments centered around ordering the definitive edition of an author's works. If only one edition of Keats is ordered it ought to be the definitive edition despite the cost. "Popular" editions are often good editions with satisfactory introductions (such as the Houghton-Mifflin poetry series) but the scholarly footnotes are infinitely more useful (for example, some of the Oxford editions of the poets). It is convenient and completely satisfactory to order series or sets in the foreign languages, for example the "Clasicos Castellanos" series (about 160 volumes) in Spanish. Satisfaction with the art collection, which is among the finest in the Center System, was expressed with suggestions primarily for faculty—"nice but not necessary"—additions. In the periodical collection art seems to be well served with music only moderately well stocked. English instructors, I think, could never come near a concensus of opinion on a basic periodical collection, though comments are that we are reasonably well supplied. Some periodicals are too specialized for our students. However, one English instructor pointed out the virtue of permanence in a piece of literary criticism over, say, a piece of current research in zoology, and its value to both the specialist and the beginning student. A botany article that is useful to a specialist is often of no use to a freshman or sophomore. A pleasure in seeing some "old" books (a few sets of complete works I had picked up for our library) and seeing the complete range of an author's works (say Dickens) were expressed by faculty members.

2. Pure and natural sciences

In the pure and natural sciences (including mathematics) the book collection is generally regarded as too advanced for our students. The periodical collection came under the same criticism and various titles were discounted because "no one here is in organic chemistry" or whatever. It is necessary to point out that someone may come in the future who would use the title and might need back files. In our system of libraries a given title has potentially more use than it might have if only one institution is considered. We have a computerized list of periodical holdings in the Center System and thus convenient interlibrary loan between Centers. Several faculty members pointed out that they personally subscribe to journals in their own fields, thus making our subscriptions superfluous for them since budget limitations mean only general periodicals can be ordered. General textbooks in the sciences seem to be more welcome than the specialized works. Programmed learning texts too are recommended by one chemistry instructor as good supplementary material; we have such works in a number of the sciences.

With the cooperation of this chemistry instructor I conducted an infor-

mal experiment on the selection of books in chemistry. I asked her to indicate which books were useful primarily to freshmen and sophomores, which were upper division works, and which volumes were useful primarily to faculty. I thought that certain patterns might develop. Following are some of my observations:

1. Of 182 volumes on the shelves when she looked through each title the following numbers of volumes fell into the three previously mentioned categories and three were considered too elementary for college level, i.e., mistakes.

| | | |
|---|---|---|
| 75 | volumes | Freshman - Sophomore use primarily |
| 51 | volumes | Upper division use primarily (includes History of Chemistry) |
| 53 | volumes | Faculty use primarily (includes basic reference books that might be used by the other groups) |

2. Theoretical chemical analysis books are for upper division students, while practical chemical analysis books are for lower division.

3. Only books classified in the general chemistry section were almost exclusively for two year students—as the LC Classification progressed less books seemed pertinent primarily for freshmen and sophomores.

4. "Annual Review of . . ." volumes are very specialized.

5. Classic texts and research works, standard "reference" works, and books for industry have a separate value in the library.

6. "Chem Study" books and movies, programmed supplements, and some publishers series, such as the Benjamin and Reinhold series for freshmen, are of special value—one seems to be on relatively safe ground in ordering these series.

It would be wrong to say that it is a mistake to order junior-senior and faculty books because first and second year students are involved; the question is "what proportion of books in each category should be ordered?"

3. Social sciences

In the social sciences there is general satisfaction though we need more material for term papers in sociology, anthropology, and geography. Political scientists and sociologists are prolific publishers yet we are lacking in numbers of these works. In anthropology and sociology case studies, books on various tribes, aspects of cultures, etc., are particularly useful. In history, as in literature, primary source material is especially important and impressive to the faculty. Sets (such as the March of America series) and collections of letters, memoirs, etc., make good term paper source material.

Faculty members often "rail" against

popular monographs and periodicals, say, on the study of music, yet they fail to realize that such works have to be available for non-music majors and that a freshman may only be able to cope with a general work. Faculty members at our institution, perhaps more so than at other Centers, expect to use the Memorial Library on the main campus which is within easy commuting distance. This may account for part of their doubt about advanced materials such as graduate texts, expensive abstracts, and reviewing journals. This reaction applies equally to periodicals. The librarian must point out to faculty members that despite the small size of the library that there is a desire to meet needs of faculty (through more than interlibrary loan) as well as needs of students.

Most faculty members think of the library as being for the students and have failed to admit there should be a stimulating collection in the areas not directly related to the curriculum which is only *one* major interest of the library. On campuses, such as the Centers, where there is very little intellectual stimulation beyond the classroom the library should offer something more than support for the curriculum.

*Conclusion*

Representative current stimulating material in all of the sciences, even though not taught, should be provided. Ecology, nuclear studies, and examples of the great classical treatises are among these materials. The library should acquire limited collections representing hobbies, arts and crafts, and personal interests of the faculty and the community. Such small but useful collections should represent a broad literary tradition in essays, fiction, poetry, and nonfiction. The faculty and students should be educated on the library's wide range of interests and goals. The library must be useful not only to the faculty and students but to other libraries, organizations, and interested citizens. The library must not be seen in the narrow sense but the broad sense of content and use and it is the librarian's responsibility to see that this ideal is attained.

# Selecting and Ordering Books for Waukesha and Rock County Centers

MICHAEL PATE
*Librarian, Waukesha County Center*
*University of Wisconsin*

*Background for the library collections: Description of the Center Program*

Both of these Centers are two year University of Wisconsin Campuses which offer the basic freshman and sophomore courses as offered at the Madison Campus. Required and elective courses in humanities, social and natural sciences leading to all university majors are available at the Centers. Credits earned in these courses are directly transferable to other University of Wisconsin campuses and will hold UW accreditation if a student transfers to any other college or university. Vocational courses are not offered, although the physical facilities of the Centers are often used for non-credit university extension programs. A two year Associate of Arts degree is not generally given to students completing two years of class work since they are expected to transfer for completion of four year degrees. Terminal programs are not offered. Students entering the Centers must meet University of Wisconsin admission standards.

The faculty for the Centers is selected by joint interviews and consultations of the Madison Campus department heads and the local Center Dean. Faculty often originate from the Madison or Milwaukee Campuses, but this is not universal. Since many are working on advanced degrees, the library in some measure can offer them reference and consultation service through bibliography and interlibrary loan service.

Waukesha County Center has a gymnasium and offers a fairly wide physical education program under a Director of Physical Education. Rock County Center has no gymnasium and offers only a limited program.

Enrollment at Rock County Center —500; Waukesha County Center—800 (capacity).

*Building library collections in the Centers*

We were given certain guidelines to follow in considering the initial opening day size for these new campuses. We were to aim at 5,000 volume minimum to be purchased at $35,000 per Center. This would mean staying within the rather rigid $7 average cost per book. Taking into account that a reference book collection for both Centers had to be built from scratch, this was a conservative figure. But it was comforting to hear, as the selection and ordering project developed, that the financial limitation was not of primary concern.

Our system was also given basic federal grants of $5,000 for each Center which further expanded our horizons. It was more important that we concentrate on assembling a good, basic collection of quality materials. Our goal was to build these collections to 20,000 volumes in the first 3 to 5 years of the school's life. The initial purchase of book shelving for these libraries will hold something over 22,000 volumes.

There are eleven such Centers with book collections between 5,000-15,000 in the System for which a central processing unit does all ordering, receiving and cataloging. Book selection, bibliographic searching, and order preparation is initiated in the Centers; final searching, LC card orders, and book orders are sent from the central processing unit. The books and LC cards are received at the processing unit, basic book preparation done, cards matched with books, and original cataloging done if necessary. Library of Congress numbers are accepted exactly as assigned by LC and subject classification is left to the individual Centers.

The books and cards are sent to the Centers with the book label attached. At the time of this project, the librarian of each Center saw that class numbers and added entry headings were typed on the cards and the book card and pocket prepared and pasted in. Our cataloging department now completes all card preparation. The book is stamped with individual Center identification and put on the shelves.

Since Rock County and Waukesha County Centers were incomplete at the time of book ordering for their opening day collections, selection and ordering were done from the central office in Madison. The Rock County Center librarian was a temporary librarian for another Center at the time.

*Book selection and ordering for the new campuses*

It was necessary to formulate a procedure of selection before any real ordering could be done. Three problems were faced immediately:

1. To find some way to develop collections in the major subject fields that would be balanced and appropriate for a Center System Campus.
2. In doing this, to avoid repetition of selection not only of individual titles but of subject categories. There was no satisfactory single "list" available either published or in the UW System.
3. To order with the utmost speed, since we had only five months before school opening.

Sources of selection available at the time, with comments on their usefulness:

1. *Center System Libraries, Union List of Holdings*
   Probably the best single source we had since it reflects a multitude of individual faculty and librarian requests from within the system for the curriculum needs of the Centers. In fact, many of the faculty requests received later from Waukesha (perhaps 30-50%) had been selected from the Union Shelflist. Another advantage of the Union Shelflist was the completeness of bibliographic information, including LC order numbers and classi-

fication numbers. It was quite easy for typists to work directly from the shelflist trays, thus saving much searching time.

A disadvantage of the shelflist was its size. It was necessary to select only those titles that would be especially needed in a 5,000 volume collection and also those of recent date to assure being in print. The titles selected from the shelflist were not automatically checked in *Books-in-Print* and some orders were, in fact, sent back from the dealers as no longer available.

2. *University departmental lists of books recommended for basic Center collections and lists of books recommended to Mr. Pate for the Waukesha Campus Library by Waukesha Faculty*
These lists were most helpful, but most of them were received after the basic selection had been done through the Union Shelflist. It was necessary to check almost every title against the orders outstanding file. These lists are uneven in quality, both in comparison with each other and within each list. It was necessary to check each title in *Books-in-Print* for completeness of bibliographic information and to eliminate OP items, to search our own Union Shelflist to determine whether any given title would be treated as an ADD by our cataloging department, and to gather LC information. Each list was quite a bibliographical searching job for which we did not have adequately trained staff. Every person who worked on this project had to be trained as the project developed.
3. *Published lists of books in particular subject categories*
There were a few lists in this category that met our needs. All the published lists we used were for four year campuses from which a UW faculty member or our staff selected titles. It would be helpful to gather a full collection of such lists, since we had only a few. Many of the titles in these lists were also found out-of-print.
4. *Choice, books for College Libraries* — opening day collections listed in the September - December 1965 issues. 1,776 titles listed complete. This was used most heavily for the initial reference collection. But on the whole, opening day collections are too small and of too general a selection. There is no field covered in depth which makes the time spent on these almost too costly, since the titles would also be picked up in subject lists. The opening day reference collection was used because there are very few "compact" academic reference lists available. This list was very weak in the sciences, so we selected an additional 146 titles from *Science Reference Sources* by F. B. Jenkins, University of Illinois, 1962.
Another disadvantage of the *Choice* Opening Day Lists was the skimpiness of bibliographical information provided and the occasional OP titles. Therefore, these lists also had to be fully searched.

5. *Julian Street Library,* compiled by Warren B. Kuhn, R.R. Bowker Company, 1966.
   Since this catalog of books held by a Princeton University Library is meant to be primarily supplementary and recreational within a large university library system, it could have only limited usage for our basic Center Libraries. Some additional reference titles were found here, and much selection was done from the English and American Literature sections. Difficulties encountered with this list included the listing of standard titles in old editions which were probably hand-me-downs from other Princeton libraries. Therefore many orders were returned from dealers as no longer available in particular editions. The *Julian Street List* does include LC card order numbers and class numbers. This was sometimes more of a hindrance than a help, since the LC order number was often for older editions.
6. *Suppliers and publishers lists*
   These lists were most helpful in the few areas that they were used, since availability and speed of delivery were high. Foreign language books were ordered almost entirely from such lists since the format and binding of the editions provided could be predicted. Some English and classical language editions of standard authors were ordered in this way for the same reason.

*Personnel in the project*

The framework of operation for selection and order of books for the two new libraries was arrived at through consultation with the director, Roger Schwenn; Samuel F. Lewis, associate director in the Center System Libraries; and James T. Michna, assistant to the director. One of Mr. Lewis' major functions is the development and supervision of acquisition procedures over the whole Center System libraries. Mr. Michna, a former Center librarian, is a central information and resources person for the individual Center librarians. He also supervises interlibrary loan and copying services throughout the system and assists the director on numerous projects.

I was the third party in the directing team for this project and had just been appointed librarian for the new Waukesha Center Library. I was responsible for the actual supervision of the project as the paths of action were laid down.

The team of assistants on the project at its greatest number consisted of six women typists of varying ages and educational preparation, only two of whom had any college background. Due to shortage of space in the office, some of the order typing was done in the homes of three of the women. Often bibliographic searching was done by the office assistants and picked up by the home bound typists. This was quite satisfactory, though at times somewhat unpredictable. An average of seventy man-hours per week over a four month period was spent in searching and typ-

ing for these new orders.

All of the women but one were untrained in bibliographic searching, though all had various degrees of typing skill. For the first few weeks we were engaged in a daily training program, the material for which originated in the orders to be placed for the new libraries. This proved a most delightful, though often frustrating on-the-job training for all of us. It was quite a good review for myself in basic bibliographic procedure. The whole idea of the project, i.e. building library collections from scratch, had to be explained to the assistants, who assumed that such a task would have never been taken on by people in their right minds. All of the tools that we assume everyone knows about such as a library card catalog and *Books-in-Print,* not to mention the Library of Congress classification scheme and printed catalog had to be explained in detail.

As you can imagine, much of the work done in these early days of the project was error prone and often the same ground had to be gone over twice. As we gained momentum, the women were eager to do good work and toward the end of the project some of them did gain skill in bibliographic searching. But it was only the college oriented people who developed a true sense of participation in developing a new college library.

*Selection Procedure*

The procedure and tools used for the selection process were somewhat predetermined by the lack of time, staff for bibliographical searching, and extent of familiarity with all available lists on the part of the professional staff. We were faced with the further difficulty of lack of office space in which the women could work.

Because of the interdisciplinary nature of the reference collection, it was selected first. There was also a personal interest on my part to develop an initially reference oriented collection, around which the general book collection would grow. At least the full reference collection would be on hand for opening day.

The *CHOICE* (September, 1965) reference list was selected entirely and supplemented in the sciences by the *Science Reference Sources* (Jenkins, University of Illinois) and in the humanities by *Julian Street Library* (Bowker, 1966). Recent Department of Librarianship (Western Michigan University) Subject Bibliography guides to reference materials were also used for added titles. Because of interlibrary loan and bibliographic needs already experienced in other Centers, *Library of Congress Catalog*: 1950-64 and *Book Subjects*; *World List of Scientific Periodicals, Union List of Serials* and *New Serial Titles* were ordered for this initial reference collection. About 700 reference titles were selected and compiled into classified lists for future Center System use.

*General Book Collection*

Initial selection schedules were developed to follow the arrangement of the Center System Union Shelflist. Categories in the Library of Congress scheme were assigned to Mr. Lewis, Mr. Mich-

na, and myself. We each selected from categories in which we felt most knowledgeable, often reexamining each other's selections. Colored flash cards were placed in front of shelflist cards that were selected. Because of financial encumbrance requirements, two orders were sent for each title selected; one for each new collection. As faculty requests were received later, it was possible to select titles for either Waukesha or Rock.

The Shelflist was used as the primary selection source for all categories of the LC schedules except the P, Languages and Literature. The typists followed our selection through the Shelflist and typed two orders for each title marked. There were about twenty trays to be typed through in this fashion. About 3,000 titles were selected from the Shelflist.

Because of the almost exact curriculum requirements of the two new campuses, we were not much concerned over the duplication of titles in the two libraries. It was felt that 5,000 volumes for any basic collection for a University of Wisconsin two-year campus would be only the very nucleus collection that would be needed in both libraries. The goal for each library is 20,000 volumes within the first five years. Within these collections, diversification will certainly develop due to the two separate faculties and librarians and somewhat varying programs as the Centers mature.

As mentioned before, some of the typing was done outside the office, for which the *Julian Street List* was admirably suited. Language and Literature (LC "P" classification) were selected from this list and marked copies of the book were actually sent home with typists who prepared orders directly from these entries. This was very similar to typing from the Shelflist since the entries in *Julian Street* are LC Cards in classified order. The entries marked in *Julian Street* were those judged most appropriate to a basic two-year campus collection and further restricted to those still in print. We did not check each entry in *Books-in-Print*. LC card order numbers and LC class numbers were typed on our order forms as taken from *Julian Street* and thus passed on to our cataloging department.

### *Faculty Participation in Selection*

Enquiries were sent early in the summer to all Waukesha Campus faculty for suggestions and lists of books they would like to have in their respective subject fields in the Center Library. This first letter to the Waukesha Center faculty was continued as a regular bulletin through the summer to report on library and Center building progress, news from the Dean and general information of interest to a new faculty. This early library-faculty relationship initiated by the librarian to a yet unassembled faculty has proven to have quite long-term benefits for both the library and the campus. This enquiry was quite fruitful and lists of books began to appear by the middle of the summer. We immediately began checking these lists against our orders outstanding, searching bibliographic and LC information and preparing orders from these lists. At the same time, we were processing similar University of Wisconsin departmental lists of books for Center Libraries and published subject lists.

We handled about twenty-five lists in this fashion, some were ordered complete, and others only specified priority items. It was soon realized that faculty have very divergent views on what we considered to be "basic" collections. On the whole the faculty response was enthusiastic (but often unbalanced) and many requests had to be held until the following year. We thus have immediately built up a reserve pool of faculty requests for the new libraries from which we can pull blocks of titles as funds are made available.

Our untrained staff was felt to be an especially difficult handicap as we worked with these lists. It was possible for a trained librarian to give only the most cursory screening to these requests before they were given to typists for searching, prior to typing the orders. Problems of duplication of orders, insufficient bibliography and poor choices of editions often resulted. This was true to a lesser degree when orders were prepared from the shelflist and the *Julian Street* list.

As the summer progressed, the assistants became more adept at the various steps in the process of searching and typing. It was only in the last few weeks of the project that we could ask one of the assistants to "follow through" on a newly received list of books to mark those books we had not ordered, and to find sufficient bibliography for those lacking such. The level of initiative and accuracy on this "follow through" was somewhat directly related to the level of general intelligence and was highest among those persons of college or post college level.

*Dealers*

Early in the project it was decided that many troubles could be avoided by dealing with as few vendors as possible for the new libraries. In fact, wherever possible, we decided to send the bulk of our orders for single and double volume titles of most domestic publishers to one dealer. Emery-Pratt had already demonstrated a high level of accuracy in their shipments and invoices for the existing Centers. I made a trip to examine the Emery-Pratt establishment and to talk with its president and those involved in its operation. Most of Emery-Pratt vending is done directly from publishers (for most college level material) rather than from their own stock. This operation had been successfully converted to IBM machine handling.

Mr. Lewis and I consulted further with Emery-Pratt and developed means whereby our orders would be handled most efficiently. Emery-Pratt worked out a made-to-order program to handle our orders and shipments. Only orders for the new libraries were sent to them during the project period and all shipments sent out from Emery-Pratt were clearly marked NEW LIBRARIES and wrapped in a characteristic tape. This aided us in identifying books that had been ordered for Rock and Waukesha amid all the other shipments that were arriving for other libraries in the system. Books for the new libraries were then given priority in unpacking and processing.

Most large sets (anything over three volumes) were ordered directly from

publishers and in almost all cases this was a satisfactory system except for the greater number of invoices. The reference collection, selected and ordered first was ordered largely from publishers because of sets and society, institution and government publications. Incidentally, most of the United States government imprints, including many older editions were successfully ordered from Samuel Ward of LaPlata, Maryland.

Foreign language publications were ordered from Continental Book Company (Spanish and French) and Adler (French and German). Adler proved the most willing to provide substitute editions when those requested were not available. He kept us well informed of his choices prior to shipment. Our main difficulty with foreign language material was to find a large portion of our needs in hard cover suitable for library use and to establish adequate bibliographic order information. A large portion of Spanish books were ordered from Wilde Language Institute, Las Americas Publishing Company and Latin America Institute Press, and standard United States Publishers.

Whenever possible, paperback editions of books not available in hardcover were sorted out and purchased from a local concern that would provide library bound copies on the original order at a reasonable price.

Books in the fine arts had been ordered early in the spring from the Wittenborn Company.

Many of the errors in shipment that we encountered from vendors were the result of carelessness in matching the vendors original order to particular publishers with the books supplied. In almost all cases our orders to vendors and the vendors orders were correct, but publishers often supplied wrong titles or vendors took wrong titles from their stock when supplying orders. Invoice billing was usually correct for the title ordered even when the wrong book was supplied.

The most discouraging aspect in dealing with our major vendor (Emery-Pratt) was the amount of time needed to learn of titles that should have been ordered directly from the publisher or are no longer available from the publisher. This reporting period ranged between three and six weeks after orders had been placed and necessitated searching and follow-up in our own office which was often neglected due to the already high pressure on our staff.

In most cases, orders were not examined individually before being sent to dealers although the orders for reference books were designated for dealer title by title before the typing commenced. Complete order revision would have avoided many later problems caused by incomplete, inaccurate orders. For the sake of speed, it was assumed that Emery-Pratt would report back on those few titles that were not available to them. We would then follow up by reordering these titles from publishers. In many cases this worked well, but it was always difficult to find the staff who were capable to check through the regular order reports from the vendor. This was quite a detailed and time consuming task that required searching through the orders outstanding file. Different decisions were required on almost every title. New vendors or dealers had to be chosen, pub-

lishers such as obscure institutions and societies located and new orders prepared, often cancellations had to be made. Out-of-print titles were seldom listed with OP dealers, although an OP file was assembled and will be carried over into subsequent ordering in the months to come.

These problems represented only a small percentage of the orders placed to Emery-Pratt for the new libraries, but they were the most time consuming. It is possible that many could have been avoided by selecting orders that would most likely be handled by only a publisher or a specialist vendor, but of course this was not often known on the initial order. On the other hand, this would have been a most time consuming task on the part of a trained librarian. We were able to determine what classes of books to order from a general vendor. (see Recommendations)

The insufficiencies in this ordering project can best be summed up by a lack of time and lack of trained bibliographic assistants.

*Recommendations and Conclusions*

From our experiences on this project we have been able to distill a series of recommendations that will be useful in future acquisition projects in our library system and may be of interest before this group. To go through them briefly, they are:

1. Gather together, as nearly as possible, all available lists of books and other materials in subject categories, both published and unpublished lists. If possible, get lists from the faculty of the new campuses. There can be quite a divergence between standard published lists and teaching faculty needs. Although the standard lists are good in building a basic reference collection in subject categories they may not meet the immediate needs, especially of freshman and sophomore students. It was found that many categories in the opening day collections are weak in elementary presentations in many of the science disciplines.
2. Because of the difficulties and time involved in gathering these lists, it is suggested that at least eight months are needed prior to opening day for selection and ordering a 10,000 volume collection.
3. Bibliographic searching, in complete form, should be done on every title by competent people before an order is placed. Searching should be done by trained clerical assistants who are aware of the cataloging procedure. Basic bibliography, Library of Congress information (order number and class number) should be searched by the same staff that places the orders under cataloging direction.
4. Typists, who are trained to do nothing else than type and prepare orders for mailing, should not be used for bibliographic searching. Those who do searching may occasionally type, depending upon their skills. It is most important that those persons involved in the order process for a new library have previous experience and understanding of searching procedures and developed skills in this regard, prior to such a project.

5. College juniors and seniors or graduate students can do searching very well if they are given proper training. They will also have developed certain basic skills and understandings of the academic milieu to appreciate the problems when given an explanation. They are also old enough to work independently. Because of the academic nature of the books being ordered, persons of college background are more likely to recognize difficulties of interpretation in titles, authors, and publishers, than are persons who have not attended college. It may be a problem of exposure as much as intelligence.
6. The searching procedure should eliminate the large percentage of out-of-print and publisher out-of-stock titles. All of the out-of-print titles should be screened regularly by the librarian in charge of book selections and those still considered necessary, should be listed with an out-of-print dealer for quotations.

   It was found in the order project for our two new libraries that titles requested on faculty lists were more often out-of-print than realized by the faculty member, and since these titles may be wanted especially, it may be necessary to find them on the out-of-print market. Consistent follow-up should be exercised on out-of-print and publisher out-of-stock titles even for these two year campuses. This, of course, requires professional staff positions for bibliographers.
7. All titles of more than one volume should be ordered directly from the publisher whenever possible. In our experience, this was one area where vendors consistently sent mismatched volumes. Publishers have occasionally done this, but it is less trouble to rectify this problem with a publisher than with a vendor. All books of strictly reference nature can also be more efficiently grouped by publisher and ordered directly.
8. All foreign language books should be ordered from vendors who specialize in particular languages. In fact, it would be even more desirable to order these directly from import vendors or even European suppliers than from a general vendor.
9. In general, procedures followed in bibliographic searching, securing out-of-print and foreign titles practiced in the most efficient four year and graduate level university libraries, should also be followed in building new collections for two year campuses. In fact, it is even more important that these acquisition procedures be followed for the libraries in these smaller schools since the collections will be consistently smaller and under recommended standards and thus in need of very high quality materials, secured as rapidly as possible.
10. In library relations with a new faculty, it is most important to define closely—from a total library program point of view—what is meant by a "basic" collection. The general background of the students

must be examined in relation to the curriculum they will be expected to handle. Many new faculty members (especially for a two year institution) will be unfamiliar with the literature of their fields except on the research and professional level. Only experience in teaching (and I might add library interests) brings this needed familiarity.

11. It is important to provide some reference materials in all subjects that will only be of need and interest to the faculty. In this regard the collection will go beyond the curriculum.

It is also necessary for the collection to go beyond the curriculum in gathering materials of the standard authors often in the classical heritage. The library in two year institutions must be humane in its broadest sense. It must have available, if only in limited number, books of the great literary traditions and also a good cross section of the best contemporary authors even though the faculty may seldom call for these. Students in a two year school may never again be exposed to such possibilities to broaden their lives' horizons. Of course the students who do go on may appreciate this exposure to a miniscule university collection and may thus be more aware of the potential of the library on a four year campus.

*Conclusion*

In conclusion let me add that our acquisition program for these new collections was not quite as sterile and rigid as here presented. It was often a delight to sit down with visiting salesmen as they exhibited new books, which we were often able to use and to make occasional "raids" on the local used book dealers to pick discounted titles off the shelves. Often, very good publishers' remainders were found in this way. Local book sales were also attended by our staff and one of the most popular collections with the students was hand picked at the paperback book store.

Hindsight is often more valuable than foresight, and if any axiom might be gained from our endeavors on this project, it might be summed up in our use of a variety of selection sources, some very limited and some very broad. The variety of backgrounds of the staff involved was also a definite advantage. We were able to have a continual dialogue on both the philosophical and pragmatic problems involved in building new collections throughout the term of the project which alone proved most stimulating and I think will make these new collections both useful and unique.

# Junior College Libraries Nationwide—A Report

GEORGE M. BAILEY
*Executive Secretary, Association of College and Research Libraries*
*American Library Association*

AT THE 1967 CONFERENCE of the American Association of Junior Colleges, there was quite a feeling of boom times among the participants. The more than 1,500 delegates were told that the field had grown from 200 institutions in 1920, with 20,000 students, to nearly 850 junior colleges today, enrolling nearly 1.5 million students. During the past ten years, new junior colleges have been established at the rate of 25 to 35 per year, increasing to 50 in each of the past two years. More than 190 new junior colleges are in various states of development. We can readily expect to have more than 1,000 junior colleges by 1970, with more than two million students.

In Illinois, I believe only four of the one hundred counties are not covered by an existing junior college district or included in proposals for such districts. Nineteen institutions are at various levels of development.

In reporting some of these figures, Edmund J. Gleazer, Jr., Executive Director of AAJC, noted that citizens of the United States are showing increasing concern about the nation's need to provide universal educational opportunity for at least the first two years beyond high school.

This increasing concern is being shown in all phases of American life, including both state and national legislation, such as the Higher Education Act. And the increasing concern is being heavily reflected in the library needs of these two-year institutions.

Last year, at your first conference, I reported on the activities leading to the establishment of the AAJC-ALA Committee on Junior College Libraries, on recommendations resulting from the meeting of that Committee in 1965, and on some action resulting from those recommendations.

The activities of the committee and the growing concern of the leaders in the junior college library field, and throughout ALA and ACRL, have led to a very busy year for the Junior College Libraries Section and in the activities of my office relating to junior college libraries.

The most exciting activity is the "Conference on Junior College Libraries—development, needs, and perspectives," planned for June 21-24, 1967, at the University of California at Los Angeles, and cosponsored by ALA, AAJC, and UCLA, where administrators, librarians and instructional staff will discuss effective library develop-

ment in junior colleges. The Clearinghouse for Junior College Information, located on the UCLA campus, which reflects the importance of increased cooperation, is cosponsoring the conference. The conference, which is especially designed to assist the new institution, will attempt to define the needs of junior college libraries, and with the use of administrator-librarian teams, suggest means by which these needs can be met. One day of the conference will involve tours of junior college libraries in the area.

The Junior College Libraries Section has a number of committees concerned with the development of bibliographies, instruction in the use of libraries, instructional materials centers, standards and criteria, vocational education programs, research programs, and special projects.

A grant of $5,000 from the ACRL Committee on Grants has enabled the Section to begin the development of a proposal for funding of a demonstration libraries project in the junior college field, hopefully with such a demonstration library established in six different regions of the country. We hope to secure funding of such a project during the next year. I would like to emphasize that we are merely developing the project proposal. We've already received two requests from institutions asking that we consider them as demonstration libraries, but we are not in a position to consider requests until the project is funded, and we sincerely hope that it will be funded.

Another proposal has been presented for the ALA Goals Award to support the establishment of an information and coordination center on junior college libraries at ALA Headquarters for the purpose of collecting and disseminating information about junior college library development in the country. If such a center were established at ALA, it would not only improve tremendously the service which I am now able to provide, but it would greatly extend the kinds of information which is now available, both during the next year and in the future.

Another proposal being revised, for consideration by the United States Office of Education, would secure funds for a major research study to collect data for the development of criteria and guidelines for effective junior college library programs. Hopefully, this might also be funded during the coming year, with money available under Title IIB of the Higher Education Act.

Meanwhile, the Special Projects Committee of the Junior College Libraries Section has established a network for the collection of information about junior college libraries. The United States has been divided into six regions, with regional coordinators, each of which has secured state chairmen who have assisted in collecting information for the development of technical and vocational lists, for personnel resources, audiovisual practices, centralized processing, and the two-year library technician program. Reports of these studies will be made at the UCLA Conference and at the Annual Conference of ALA in San Francisco. I should note that the coordinator for the North Central Region is Lynn Bartlett.

I would like to remind you that many other activities of ACRL and other

ALA units are of value to you in meeting your needs. The publication, *Books for College Libraries,* is now available from ALA and includes more than 53,000 titles. The booklist for junior college libraries, reported as initiated last year by Mr. James Pirie, should be available by late 1968. *CHOICE,* the ACRL current book selection tool, which should be on the shelves of every academic library and called to the attention of all your faculty members, has issued a reprint of its "opening day collection" of more than 1,700 titles, which was first published in the September through December, 1965 issues. We are also presently considering the possible means of publishing supplements to *Books for College Libraries.*

I suspect some of you are more aware than I of the activities of other parts of the country in the junior college library field, which are of interest nationally. There is much activity among junior college librarians to meet the booming needs. I am pleased to note the strides in the junior college field in Illinois, and am grateful that two other librarians and I had the opportunity to participate in the First Statewide Junior College Conference, sponsored by the Illinois Junior College Board, December 9-10, 1966. The proceedings of that conference are available from the Board. We hope to work closely with the Illinois Junior College Board, which has already distributed packets of information about junior college libraries to all such institutions in Illinois. It is satisfying to note their interest. Similar conferences, involving librarians, are being held in other states. Last week the Librarians Section of the Minnesota State Junior College Association held a meeting and hopes to make some recommendations to the Minnesota Junior College Board. In California, the junior college librarians are working closely with the Junior College Association in developing standards for library service in junior colleges. In Florida, plans are being made to provide centralized processing for junior college libraries.

With our network in the Junior College Libraries Section, I hope we can provide a means for collecting more complete information about these and other activities. The chairman in Florida decided, as long as he was collecting information, to begin a newsletter for providing the information to his regional chairman and ALA. A good idea, I thought! I hope eventually to have a column in *CRL News* devoted to a report on state and national activities.

It is valuable for you to attend conferences such as this and to learn what others are doing to solve the problems you face, but you must remember that you are one of the others to someone else. It is essential that you participate actively in the attempts to secure answers. May I pose some questions, placing emphasis on the role of librarians:

1. Are you participating actively, instead of passively, in your professional organizations, helping to disseminate the information you want?
2. Are you working closely with your faculty and administrators in attempting to find the answers to meet your needs? Are you keeping them well informed of your library needs and programs? Do you ever,

consciously, assume the role as a public relations person and not act as if you have a captive audience? We believe that librarians should have full faculty status. Are we proving that we deserve it?

3. Our ALA Conference is concerned with problems of manpower, as a follow-up on the National Inventory of Librarians in 1965, which statistically proved the tremendous shortage. Are you proud of your profession? If so, how many of your students have you recruited to the profession? When talking of shortages, are you careful to use nonprofessional staff to do nonprofessional work? Maybe we should take another look. Are you making use of services that are available nationally?

These questions are never completely answered and there are numerous others, but I recall some because I so frequently hear you and others say that ALA should do something about them. We hope we are, but I thought we were you—a membership organization!

In meeting the needs noted in your other discussions these past two days, there are numerous other services available from the various units of ALA, including such membership divisions as the Library Administration Division, the Resources and Technical Services Division, and other units such as the Office of Research and Development. If you need assistance in any phase of your library's program, I hope you will feel free to contact me at ALA.